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ABSTRACT

This pamphlet offers a collection of items relating to child health in the day care setting. Included is an overview of a collaborative project to develop a comprehensive set of national standards for health, nutrition, safety, and sanitation in child care programs. Contents of the project's resource kit, "Keeping Kids Healthy and Parents at Work," are listed. These include Healthy Young Children: A Manual for Programs, and other texts or videos available for checking out, background reading, or distribution. A report on the Keeping Kids Healthy project describes its objectives, accomplishments, and impact. Teaching materials include a description of the health benefits of washing hands, an outline of a handwashing demonstration, a handwashing chart, and a copy of a handwashing poster. Also included is teaching material describing germs and ways to stop the spread of germs, and a listing of reference books and audiovisual programs. A short concluding paper on the use of cloth versus disposable diapers advocates the use of disposable diapers in a day care setting because they maintain sanitary conditions and preserve good health. (BC)

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- Learn how germs spread
- Review sanitation and hygiene basics
- Practice steps in proper handwashing
- Understand relationship between illness and good hygiene
- Review current resources
- Discover ideas and activities to try

PS 019672

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Midwest AEYC 1991 Annual Conference - Des Moines, Iowa

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AAP/APHA Collaborative Project

DEVELOPMENT OF NATIONAL HEALTH AND SAFETY PERFORMANCE STANDARDS FOR OUT-OF-HOME CHILD CARE PROGRAMS

PROJECT OVERVIEW

It is now an accepted part of the American family pattern for parents to seek out-of-home care for children during their working hours. The increasing proportion of single parent families, coupled with the economic imperatives that require both parents to work, are major factors associated with the growth of child care in this country. There is every indication that this dramatic increase of children being cared for in family day care homes and child day care centers will continue.

Placing children in out-of-home care should not present undue health or safety risks. Currently, there are no national standards or guidelines that are uniformly applicable for the development or evaluation of child health and safety programs in family day care homes and child care centers. The American Public Health Association (APHA), in collaboration with the American Academy of Pediatrics (AAP), is developing a comprehensive set of national performance standards in health, nutrition, safety and sanitation for out-of-home child care programs. This project is funded by the Bureau of Maternal and Child Health and Resources Development, Department of Health and Human Services and will produce the final standards in 1991.

These standards will address the needs of infants, toddlers, preschoolers and school-age children through twelve years of age in child care centers, family day care homes, and group day care homes. While these standards are not regulations, they will delineate professional criteria between minimum requirements and the ideal. These long-awaited performance standards will help promote improved quality of child care and enhance the health and safety status of children in out-of-home child care by serving as:

1. A national reference code to guide regulatory agencies as they seek to upgrade state and local child care licensing requirements;

2. Reference standards for child care providers, early childhood educators, consultants, public health professionals, pediatricians, etc. in the provision of child care services;

3. Reference standards for accreditation and credentialing agencies;

4. A focus for training and technical assistance; and

5. A consumer information tool for parents of children enrolled in child care.

The standards will include the rationale for the requirements, based on sound epidemiologic principles and practice. The project will identify ways to increase public awareness and understanding of the role of the standards. In addition, approaches to gain acceptance by child care providers and licensing agencies and to facilitate implementation of the performance standards will be addressed.

The proposed standards will include the following ten program content areas. Each area has been assigned to a Technical Panel chaired by a national expert:

- Environmental Quality
- Prevention and Control of Infectious Diseases
- Injury Prevention and Control
- General Health (including health promotion and medical care)
- Nutrition
- Prevention and Management of Child Abuse
- Staff Health
- Child with Special Needs (disabilities and chronic illnesses)
- Health Concerns Related to Social Environment and Child Development
- Health and Safety Organization and Administration

The standards will be organized in a "user-friendly" way for child care providers and licensing regulators. The issues to be included in these standards will not address curriculum content, philosophy, or religious issues (except discipline) and will be sensitive to cultural and ethnic differences.

The project is being conducted under the auspices of a Central Steering Committee (CSC) co-chaired by two pediatricians: public health researcher Albert Chang (California) for the APHA and practitioner George Sterne (Louisiana) for the AAP. The other Central Steering Committee members are: pediatrician and child care program consultant, Susan Aronson (Pennsylvania); state regulator, David Beard (Texas); child care advocate and public policy leader, Helen Blank (Washington, D.C.); early child educator and child care advocate, Gwen Morgan (Massachusetts); pediatrician and state health department official, Linda Randolph (New York); veteran public health leader and researcher Cecil Sheps (North Carolina); and nurse and child care training program director, Patricia Wise (Massachusetts).

The Standards Committee, a subcommittee comprised of the CSC and the chairpersons of the ten Technical Panels, is responsible for developing the performance standards in the ten designated program content areas. Two data gathering activities will be undertaken by the Survey Committee, a subcommittee comprised of selected CSC members: 1) a national survey of existing state and local licensing regulations related to out-of-home child care; and 2) the identification of child care programs with model (exemplary) practices in the ten standards content areas. The findings will be integrated into the performance standards.

The proposed standards will be distributed for review by a number of child care providers, consumers, health professionals, and additional technical reviewers to build a constituency and achieve the consensus needed for the standards to be widely accepted and implemented in the field. The proposed standards will also be field tested by the intended users in selected sites across the country to assess content validity.

For information about the project, you may contact Debra Hawks Peabody,MPH, Project Director at the American Public Health Association, 1015 15th Street, NW, Washington, D.C. 20005 (202) 789-5627.

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Order - 1-800-424-2460 - $15.00
Publication Number: 704

Healthy Young Children

A Manual for Programs

Editors

Abby Shapiro Kendrick, Roxane Kaufmann,
and Katherine P. Messenger

Consulting Editors

Francine H. Jacobs and Serena Mailloux, M.D.

A cooperative effort of
Administration for Children, Youth and Families
American Academy of Pediatrics
Division of Maternal and Child Health, U.S. Department of Health
and Human Services
Georgetown University Child Development Center
Massachusetts Department of Public Health
National Association for the Education of Young Children

*Will not be a NAEYC Comprehensive Membership Benefit

National Association for the Education of Young Children
Washington, D.C.

Keeping Kids Healthy and Parents At Work
County Resource Kit Contents

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Materials available for check-out:

Health in Day Care: A Manual for Health Professionals by the American Academy of Pediatrics

Healthy Young Children: A Manual for Programs by the National Association for the Education of Young Children

Safe Day Care notebook by the Wisconsin Department of Health and Human Services

Bank Street's Family Day Care healthy and safety cassettes - Playing inside (safely), playing outside (safely), kitchen and bathroom safety, sickness and emergencies, healthy routines, a healthy environment

Healthy Child Care - Is It Really Magic? Video by Health Professionals in Child Care

Videotape of Aronson's keynote address & the panel discussion at the October 1 training conference

Black light, fluorescent handcream, soap, and paper towels for handwashing activities

Wash Your Hands laminated 17" x 22" poster with handwashing steps

Germ Puppets - Envelope with stick puppets, puppets on a string, scripts for 4-part story, etc., for role play/stories about germs and handwashing

What To Do To Stop Disease in Child Day Care Centers - A Kit For Child Care Directors by the U. S. Department of Health and Human Services (The kit contains: A Handbook For Parents, A Handbook For Child Day Care Directors, What You Should Know About Contagious Diseases In The Day Care Setting, T. Bear Likes Clean Hands, Method of Handwashing Chart, Some Signs Of Illness In Children Chart, Methods of Changing Diapers Chart, A Handbook For Caregivers)

Folder I (Materials For Team Member Use)

- Conflict Management in Community Groups book
- Control of Communicable Diseases in Day Care Centers Chart
- Iowa Code, Chapter 109 regulations for child care centers
- "A Family Day Care Guide," Health Safety and First Aid chapter
- Little Big Kids - play happy and play safely book, Consumer Product Safety Commission
- A Handbook for Public Playground Safety, Vol. I and II, Consumer Product Safety Commission

Folder II (Reference Articles for Background Reading)*

- "Day-Care Center Exclusion of Sick Children: Comparison of Opinions of Day-Care Staff, Working Mothers, and Pediatricians" by Suzanne Landis, Jo Anne Earp, and Michael Sharp, Pediatrics, Vol 81, No.5, May, 1988
- "What's All This About Sick Child Care?" by Beth Fredericks, Robin Hardman, Gwen Morgan, and Fran Rodgers, Exchange, No. 50, July, 1986
- "Care of Ill Children in Child Care Programs" by Susan S. Aronson, M.D., Exchange, No. 56, July, 1987
- Development of New National Child Care Health Standards" by Susan S/ Aronson, M.D., Exchange, No. 60, March, 1988
- "Safe, Fun Playgrounds" by Susan Aronson, M.D., Exchange, No. 61, May, 1988
- "Chemical Hazards in Child Care" by Susan S. Aronson, M.D., Exchange, No. 62, Sept., 1988
- "Preventing Heart Disease Begins in Childhood" by Susan S. Aronson, M.D., Exchange, No. 63, Oct., 1988
- "Teaching Healthy Habits to Children" by Susan S. Aronson, M.D., Exchange, No. 64, Dec., 1988
- "Late News On The Cold Front" University of California, Berkley Wellness Letter, Nov., 1989, Vol. 5, Issue 2
- Ask Dr. Sue: "Young Children and Fevers" by Susan S. Aronson, M.D. Exchange, No. 65, Feb., 1989
- Ask Dr. Sue: "Early Childhood Program Directors Ask" by Susan S. Aronson, M.D., Exchange, No. 66, April, 1989
- Ask Dr. Sue: "Center Directors Express These Health Concerns" by Susan S. Aronson, M.D. Exchange, No. 67, June, 1989
- Ask Dr. Sue: "Center Directors Express These Health Concerns" by Susan S. Aronson, M.D. Exchange, No. 68, August, 1989

Folder III (Teaching Outlines)

- Teaching outlines from 3 workshops at the training conference
  - Adaptations to Take Care of the Mildly Ill Child
  - Injury and Risk Management
  - What Does the Iowa Law Say About Health in Child Care

-Teaching Materials for Handwashing

  - Germs Are Everywhere - 4 part story for teaching about germs/handwashing
  - Teaching Young Children Healthy Habits - 05-SM-1755
  - Handwashing Chart - 05-SM-1769
  - Wash Your Hands For Good Health - 05-SM-1770
  - List of Materials Available for Teaching About Handwashing - 05-SM-1772
  - Handwashing Demonstration Teaching Outline - 05-SM-1784
  - Background Information about Germs, Health, and Handwashing

Materials Available For Duplication and/or Distribution:

"Keeping Healthy - Parents, Teachers, and Children" pamphlet by Janet McCracken
"Keeping Kids Healthy" project logo 3/4" colored stickers (for handwashing chart and activities)
Envelope (Masters For Duplication)

- Order blanks for video and cassette tapes and books
- Des Moines Register article (10-23-88)
- Discussion Guide for Video: Healthy Child Care
- Information Booklet for Bank Street College cassette tapes
- How Much Do You Know About Health in Child Care quiz
- Annotated Bibliography of resources
- Priorities For Healthy and Safety in Child Care by Susan S. Aronson, M.D.
- Site Safety Checklist from Health in Day Care: A Manual for Health Professionals
- Media Fact Sheet
- County Resource Kit Contents - 05-SM-1754, (9/6/89)
- Teaching Young Children Healthy Habits - 05-SM-1755, (11/2/88)
- Wash Your Hands For Good Health - 05-SM-1770
- Handwashing Chart - 05-SM-1769
- Germ Puppet Patterns - 3 sizes for finger puppets, stick or string puppets
- Germs Are Everywhere - 4 part story for teaching about germs/handwashing
- Ask Dr. Sue: "Young Children and Fevers" by Susan S. Aronson, M.D. - 05-SM-1773
- Ask Dr. Sue: "Early Childhood Program Directors Ask" by Susan S. Aronson, M.D. - 05-SM-1779
- Ask Dr. Sue: "Center Directors Express These Health Concerns" by Susan S. Aronson, M.D. (Issue 67) - 05-SM-1780
- Ask Dr. Sue: "Center Drectors Express These Health Concerns" by Susan S. Aronson, M.D. (Issue 68) - 05-SM-1781

Materials That Can Be Ordered/Copied For Distribution:*

Folder IV (Reference Materials/Pamphlets)

- Certificate of Immunization Card
- Adults: Protect Yourself pamphlet
- Don't Risk Your Child's Life pamphlet
- Seat Belts and the Family pamphlet
- A Family Shopping Guide to Infant/Child Safety Seats list
- Are Your Children Safe From These Dangerous Diseases? pamphlet
- Controlling Head Lice pamphlet
- Iowa Immunization Law and You pamphlet
- Iowa Child Restraint Law pamphlet
- Iowa's Safety Belt Laws pamphlet

*Additional materials will be supplied in these areas as they become available
Several additional buttons for team member use are in each kit

Resources in this kit funded in part by a grant from Blue Cross and Blue Shield of Iowa

Resource kits are in county Extension offices in Adair, Boone, Clarke, Dallas, Decatur, Greene, Guthrie, Jasper, Madison, Marshall, Polk, Ringgold, Story, Union, Warren counties and in the Central and Southwest Iowa area Extension offices.

Prepared by Sharon A. Mays, Human Development Specialist, Iowa State University Extension Service, Central Iowa Area,
3305 92nd Street, Urbandale, Iowa 50322 (515) 270-8114
05-SM-1754, Revised, 10/9/89

Keeping Kids Healthy and Parents At Work
Project Report

Child care services in centers and day care homes have become a way of life in Iowa. More than half of all mothers with children too young to care for themselves work outside the home. For them, as well as thousands of Iowa families, child care centers and family day care homes provide a necessary service. Unfortunately, they sometimes provide the focal point for certain kinds of infectious diseases that can easily spread to others in the child care program, as well as far and wide into the community.

There are important economic and psychological ramifications when parents miss work to care for sick children. The U.S. Department of Labor estimates that employers lose $2-$12 billion each year when a parent stays home with a mildly ill child. Many employers are frustrated by high employee absenteeism. Employee morale and productivity may drop as parents try to cope with the guilt of leaving a sick child in another person's care.

Iowa State University Extension Service in Central and Southwest Iowa developed the Keeping Kids Healthy and Parents at Work Project to address these issues and to help communities improve the health of children in child care settings. Counties participating in the project include Adair, Boone, Clarke, Dallas, Decatur, Greene, Guthrie, Jasper, Madison, Marshall, Polk, Ringgold, Story, Union and Warren.

Project Objectives

1. Establish a means of communication on health in child care issues with working parents of young children, child care providers, and community leaders.

2. Train key child care providers, working parents, community leaders, and professionals to teach concepts about health in child care.

3. Demonstrate a model to promote health in child care in local communities.

4. Increase awareness of issues related to health in child care throughout Iowa.

Endorsing Agencies and Organizations

Iowa Department of Public Health
Iowa Department of Human Services
Iowa Chapter of the American Academy of Pediatrics
Iowa Public Health Association
The University of Iowa Department of Family Practice
Iowa Association for the Education of Young Children
Professional Providers of Child Care
Iowa Medical Society

Additional Funding Provided By:

Blank Children's Hospital at Iowa Methodist Medical Center
Blue Cross and Blue Shield of Iowa
Helen LeBaron Hilton Fund
Iowa Lutheran Hospital

Project Accomplishments

1. Keeping Kids Healthy Training Conference and Satellite Program: 150 child care providers, health professionals and community leaders received training on current health issues in child care; 519 child care providers and health professionals participated in a 2-hour segment of the conference downlinked to 50 satellite sites across Iowa.

2. County Teams: Approximately 110 volunteers in Central and Southwest Iowa who attended the training conference have helped design and implement action plans to provide education in local communities. Team members have taught training sessions and provided consultations to individuals and organizations. Over 6000 adults and children have been trained in workshops offered in local communities.

(over)

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The Iowa Cooperative Extension Service's programs and policies are consistent with pertinent federal and state laws and regulations on nondiscrimination regarding race, color, national origin, religion, sex, age, and handicap.

3. Educational Resources: Kits of health in child care resources (video, tapes, books, handwashing teaching materials, printed materials, etc.) are available in 14 county and 2 area Extension offices. Materials have been used by county team members as well as other child care providers and health professionals; 4200 copies of the "Keeping Healthy" publication have been distributed to parents and child care providers participating in the program; health in child care information was included in a monthly newsletter sent to 2550 young families; four issues of a child care newsletter sent to 950 child care center staff and board members featured information presented at the training conference.

4. Child Care Provider Training Workshops: Workshops for child care providers were very effective in introducing new information on key health issues, encouraging discussion with other staff and parents and encouraging the adoption of important health practices. A four-month follow-up evaluation was conducted with 162 participants of which 51% responded (N=77). Evaluations revealed:

1) 74% responded that the information on excluding children with illness was new; 36% used the information to make changes in their programs; 75% discussed it with others;
2) 43% reported that the information on handwashing was new; 58% used the information to make changes in their programs; 71% discussed it with others;
3) 66% reported that the information on fevers was new; 36% used the information to make changes in their programs; 74% discussed it with others.

In addition to the workshops that were evaluated, similar programs were taught by county team members in all counties .

Selected Project Impacts Reported by County Team Members

1. In one county, 75 family day care home providers received in-home training and consultation on handwashing and sanitation practices, handwashing lessons for their children, and educational materials for parents. Four hundred and fifty families were reached in this effort.

2. A child care center redesigned their playground using project materials.

3. A child care food program sponsor expects all of the family day care providers in the program to use a sanitizing solution. "Many who were dragging their feet are now realizing the benefits and offering testimonials."

4. A "Germbuster" team provides regular in-service for new child care staff and on-site review to assess health and sanitation practices in child care programs.

5. Sanitation practices have improved in numerous child care programs. Examples include: potty chairs are no longer being used; handwashing is done more consistently; program bought a step trash can to cut down on contact with germs; child care staff are vigilant about proper diaper changing methods; toy washing became more rigorous and consistent; sanitation guidelines were posted in the center; implementation of proper cleaning of floors and bathroom; tables used for serving snacks to children are sanitized with a bleach solution.

6. A pediatrician sent personal letters to the family day care providers in the county offering to provide workshops and assistance in writing health policies, answering questions about disease transmission and other health concerns.

7. The "Healthy Childcare" video is being circulated for in-home viewing by family day care providers in one county. "Some providers who have utilized the video have asked their own families and day care parents to view it as well—that's why it's moving around so slowly—some are hard to get it away from!"

8. A community college has incorporated the handwashing activity developed for this project in their nursing and medical assistance programs.

9. A child care program serving 45 families rewrote their health policies using the project materials.

10. A child care resource and referral center will incorporate the sanitation materials and information from this project in their training workshops for family day care providers.

11. Sixteen county team members in two counties reached 750 preschoolers and lower elementary age children at nearly 50 sites with handwashing programs using teaching materials developed for the project.

For further information contact Sharon A. Mays, Human Development Specialist, Iowa State University Extension Service, Central Iowa Area, 3305 - 92 Street, Urbandale, Iowa 50322 (515) 270-8114 *05-SM-1791 11-30-89*

Wash Your Hands For Good Health

One of the most important ways you can prevent illness is by washing your hands often. When people wash their hands regularly the spread of germs from one person to another is significantly reduced. Handwashing is effective because it can break the cycle of germ transmission from the hands to the mouth, eyes and nose.

Hands are easily contaminated because they are always in contact with the environment. Shaking hands and handling toys or other objects are typical ways to spread germs. Once germs are on the hands they can easily enter the body. Common cold viruses often enter the body when you rub your eyes with your hands.

Wash Often

Handwashing helps reduce the risk of infection because germs are washed off the hands before they enter the body. Each time hands are washed properly the number of germs on the skin is reduced. In handwashing experiments, hands that were washed thoroughly and regularly had a much lower number of bacteria on them than did hands washed less often. Since hands are in constant contact with germs in the environment, the success rate of hand washing depends on <u>when</u> as well as <u>how often</u> hands are washed.

When to Wash

Hands should be washed at times when the likelihood of transmitting disease germs is highest. If hands are washed after some activities but not after others, the protective action of handwashing will be reduced. Important times to wash your hands include:

-before eating, drinking, or handling food
-before feeding a child
-after diapering and toileting activities
-after sneezing or coughing into hands or tissues
-after contact with a sick person
-before and after giving medication
-after cleaning
-after handling body fluids (mucus, vomitus)
-after wiping noses, mouths, bottoms, sores
-after playing with/petting animals
-after playing or working outside
-upon arrival for the day (caregivers)

How to Wash

Follow the "Stop Disease Method of Handwashing" recommended by the Centers for Disease Control:

Use SOAP and RUNNING WATER

RUB your hands vigorously

WASH ALL SURFACES, including:
- backs of hands
- wrists
- between fingers
- under fingernails

RINSE well

DRY hands with a paper towel

Turn off the water using a PAPER TOWEL instead of bare hands. Then discard the towel.

Handwashing Hints

-Use running water that drains, not a stopped sink or container. A common container spreads germs.

-Water temperature should be "comfortable." Dirt and oil particles are more easily dissolved at warmer temperatures.

-Use liquid or bar soap. The "lather" helps dissolve dirt and oil which often trap germs against the skin surface. Special anti-bacterial soaps are not necessary.

-Allow bar soap to drain, not sit in a pool of water.

-You must rub your hands together for approximately 15 seconds. Friction helps remove germs.

-A wash cloth or sponge is preferable to a brush since brushes can cause skin abrasions.

-Paper towels are preferable to cloth towels. If cloth towels are used, each person should have his or her own towel.

-When handwashing is impossible, use disposable wet wipes with an alcohol base. These are better than nothing, but not as effective as washing with soap and running water.

-Use hand lotion after handwashing to help prevent dry, cracked skin.

Teach Children

Make sure children learn the proper way to wash their hands. Give them plenty of opportunities to practice handwashing. Since germs can't be seen without a microscope, children often think they only need to wash their hands when they look dirty. Emphasize the importance of washing hands before eating, after toileting, playing outside, and touching animals.

Children learn by example, so it's important for everyone in a family to practice proper handwashing. Good habits established at home or school will carry over into other settings.

Repetition and adult encouragement are also important for teaching children a new skill. Praise children when they wash their hands properly. Use songs, stickers, and handwashing charts to help establish regular handwashing habits and make handwashing routines fun.

Remember, handwashing is the easiest, least expensive, and most effective way to stop the spread of germs. Make regular and thorough handwashing one of your family's important health habits.

Song: Wash Your Hands!" Tune: Row, Row, Row Your Boat. Words: M. Cooke. From: Germbusters by Majorie T. Cooke, Salt Lake City, Utah: Brevis Corporation, 1986.

Wash, wash, wash, your hands!
We'll show you how to do it.
First you turn the water on.
You'll need some soap next to it.

Put soap on your hands,
Scrub them front and back.
Scrub in-be-tween your fin-gers, too.
Deep down in all the cracks.

Scrub, scrub, scrub a bug.
Make a lot of suds!
Now rinse them very nice and clean.
A-way go all the bugs!

Dry, dry, dry your hands
With a pa-per tow-el!
Dry your hands, both front and back
and in-be-tween as well.

Keep that pa-per towel!
You can use it now
To turn the wa-ter fau-cet off.
Your hands are clean! And how!

Song: "Handwashing Song" Tune: Row, Row, Row Your Boat. From: "Healthy Child Care - Is It Really Magic?" Video by Health Professionals in Childcare, 1988.

Wash, wash, wash your hands,
Play our handy game.
Rub and scrub and scrub and rub,
Germs go down the drain.

Prepared by: Sharon A. Mays, Human Development Specialist, ISU Extension Service, Central Iowa, and Cheryl Christie, R.N., Disease Prevention, Iowa Department of Public Health, as part of the Keeping Kids Healthy and Parents At Work Project, Revised, August, 1989.
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KEEPING Kids HEALTH

IOWA STATE UNIVERSITY EXTENSION

Handwashing Demonstration (Teaching Outline)

Objective:

This activity will help youth and adults learn proper handwashing techniques and recognize that handwashing is the most effective way to reduce the spread of germs. Key concepts: The success rate of handwashing depends on how, when, and how often hands are washed.

Materials Needed:

1.) Poster: Wash Your Hands
2.) Black light - (Must use in a dark room or closet)
3.) Fluorescent handcream (Practice using handcream and black light before teaching)
4.) Liquid soap
5.) Paper towels
6.) Clock or watch with second hand (optional)
7.) Handcream (optional - for use after handwashing)

Time: 20 - 35 minutes depending on size of group and number of sinks available. Recommended time for demonstration: before a meal or snack.

Directions:

1.) Apply fluorescent handcream. Have each person participating in handwashing demonstration put fluorescent handcream on their hands like regular handcream, covering all surfaces. Cream will fill in skin cracks, cuticles, etc. and hands should glow in the dark when using the black light.

2.) Introduce activity with a discussion about wellness/getting sick (i.e., how many of you have had a cold, or the flu this year?) and how handwashing can help.

3.) Use the poster: Wash Your Hands to discuss the steps in proper handwashing, remind them that the way they wash is the key to removing germs. Have participants identify the areas on their hands needing special attention.

4.) Hold a handwashing demonstration. If there is not enough time or sinks available to have everyone participate, 3 or 4 person can demonstrate for the group. Have participants sit or stand in small groups. Shut off lights or move to dark closet, etc. Scan each person's hands on both sides holding black light a few inches above hands. Have them notice the pretend germs in skin cracks, etc. Have each person close their eyes, then scan their face for fluorescent spots where they may have scratched their nose, touched their mouth, etc. Have participants view each other's face when doing this to see how easily germs can spread.

Participants wash their hands following the steps discussed. Use the clock or have them count to practice scrubbing for at least 10-15 seconds. Regular handcream can be used after handwashing to prevent dry skin.

Participants assemble in small groups again in the dark and use the black to check how well they washed their hands. Check for traces of "germs" in webbing of fingers, under nails, wrists, in rings, etc.

5.) Discussion can follow the activity. Use questions to reinforce the ideas in the Wash Your Hands For Good Health publication or the other background reading. Some questions to ask:

a.) How many of you had fluorescent paint on your face? Near your mouth, eyes, nose? Can see how easy it is for germs to get into your body? Did the paint get on other surfaces you touched (tabletop, glass, etc.)? Can you see how easy it is for germs to pass from one person to another?

b.) What parts of your hands did you miss?

c.) Is liquid soap better than bar soap?

d.) Do you think you should use a brush for hard to remove dirt? Why?

Prepared by Sharon A. Mays, Human Development Specialist, Iowa State University Extension Service, Central Iowa Area

10/9/89 05-SM-1784

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Handwashing Chart

Find a handwashing helper to help you check a box each time you wash your hands.
Get a sticker for the day when 4 of the 6 boxes are checked.
Put the sticker on the box over the checks.

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Important times to wash your hands:

- *before eating, drinking or handling foods
- *after sneezing, coughing, blowing your nose
- *when hands look or feel dirty
- *after toileting
- *after touching pets
- *after playing outside

	MON	TUE	WED	THU	FRI	SAT	SUN
1. _____							
2. _____							
3. _____							
4. _____							
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Developed by Iowa State University Extension Service in Central Iowa (515) 270-8114 and Southwest Iowa (712) 243-5750 as part of the Keeping Kids Healthy and Parents At Work Project, 1989. 05-SM-1769

IOWA STATE UNIVERSITY EXTENSION

Teaching Young Children Healthy Habits

Concepts and Activities for Learning About Germs Health and Handwashing

While not all diseases can be prevented, we can teach children good habits to keep healthy. Many important health habits center around a key step, preventing the spread of germs.

A variety of songs, stories, puppets and other activities can be used to teach children concepts about:
- what germs are, what they do to us, and how they spread
- ways to stop the spread of germs
- proper handwashing techniques
- how to cough and sneeze correctly
- healthy habits

Concepts: Germs

1. Germs are everywhere - on the grocery cart, on books, on the towel in the bathroom, on your skin, in the air, in the water you drink, and on everything you touch.

2. Germs are tiny living things, microorganisms, that can only be seen with a microscope. Germs can live for hours, even days, on a variety of surfaces that may look clean. Germs grow in warm, wet and stuffy places.

3. There are many different kinds of germs and many of them are harmless. Some keep you healthy and serve useful purposes. Some, like viruses and bacteria, can make you sick.

4. Everyone has germs and everyone's germs are different. Other people's germs can make you sick.

5. Your body keeps germs out most of the time. Your skin blocks the germs (as long as there are no cuts or scratches on your skin).

6. Even when harmful germs get into your body you don't always get sick.

7. Some of the ways we can spread germs include: touching, sneezing, coughing, eating or drinking, and kissing.

. . . and justice for all
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Concepts: Ways to Stop the Spread of Germs

1. Wash hands properly and frequently. Each time hands are washed properly the number of germs on the skin is greatly reduced. Teach children about the importance of washing hands at times when they're most likely to spread germs:
- after toileting
- after sneezing, coughing, blowing your nose
- after touching pets
- before eating, cooking or handling food
- when hands look or feel dirty
- after playing outside
- before bandaging cuts and scrapes

Follow the "Stop Disease Method of Hand Washing" recommended by the Centers for Disease Control (handout attached). Emphasize the importance of using soap and running water, vigorous rubbing for 10 seconds, and washing all surfaces.

When hands are lathered with soap and warm running water and rubbed together vigorously many microorganisms on the skin are loosened from the surface. The "lather" helps dissolve dirt and oil which often trap germs against the skin surface. The running water helps wash germs down the drain.

2. Learn to cough and sneeze correctly. Cover your mouth when you cough or sneeze. Use a tissue to catch a cough or sneeze (or wipe a runny nose), then throw it away and wash your hands. Don't share tissues. Turn away from other people and direct your cough or sneeze at the floor. If a tissue isn't handy catch the cough or sneeze in a bare hand, then wash it immediately.

3. Don't share food, drinks and personal items. This includes eating utensils, toothbrushes, combs, bedding.

4. Clean and sanitize toys, furniture, and areas for diapering, toileting, and eating.

Concepts: Good Health Habits

1. Most people will be sick sometimes but there are things people can do that may help them keep from "catching" germs that cause illness.

2. Wash your hands with soap and warm running water to get rid of germs.

3. Regular baths and showers wash away dirt, perspiration and oil that can cling to the skin and trap microorganisms on the surface. Excess dirt and oil can clog pores and prevent the skin from doing it's job of regulating body temperature.

4. Cover your mouth when you cough or sneeze.

5. Don't share food, drink or personal items.

6. Brush your teeth after meals.

7. Get plenty of rest.

8. Do some exercise every day.

Song: ***"Handwashing Song"*** Tune: Row, Row, Row Your Boat from
"Healthy Child Care - Is It Really Magic?" Video by Health Professionals In Child Care.

Wash, wash, wash your hands,
Play our handy game.
Rub and scrub and scrub and rub,
Germs go down the drain.

Song: ***"Wash Your Hands!"*** Tune: Row, Row, Row Your Boat
Words: M. Cooke From: Germbusters by Marjorie T. Cooke

Wash, wash, wash your hands!
We'll show you how to do it.
First you turn the water on.
You'll need some soap next to it.

Put soap on your hands,
Scrub them front and back.
Scrub in-be-tween your fin-gers, too,
Deep down in all the cracks.

Scrub, scrub, scrub a bug.
Make a lot of suds!
Now rinse them very nice and clean.
A-way go all the bugs!

Dry, dry, dry your hands
With a pa-per tow-el!
Dry your hands, both front and back
and in-be-tween as well.

Keep that pa-per towel!
You can use it now
To turn the wa-ter fau-cet off.
Your hands are clean! And how!

Handwashing Experiment

Purpose: To discover a good way to remove dirt and germs from hands.
Materials: Oil or Vaseline, soap, warm water, cold water, paper towels.
Procedure: Have children work in small groups to find the most effective way to remove pretend dirt/oil (Vaseline).

1. Have three children put oil or Vaseline on their hands.
2. Child 1 tries to wash hands with cold water, then dries hands. Other children check and see if hands feel and look clean.
3. Repeat procedure with Child 2 using warm water, Child 3 using warm water and soap.
4. Discuss what children learned about handwashing - importance of soap and warm water, making a good lather, what happens when you only use water, etc.

Handwashing Demonstration

Demonstrate the steps in proper handwashing and then have children practice those steps. Use a clock to time ten seconds. Have children put fluorescent paint/handcream on their hands (to represent "pretend germs") before they wash their hands. Check how well they washed their hands using a black light. Check for traces of "germs" in webbing of fingers, under nails, wrists, in rings, etc. A good time to practice is before a meal or snack.

Use stickers and handwashing charts, teams with captains to check handwashing, etc. to encourage children to practice what they've learned. Let parents know about the handwashing activities and remind children to practice their handwashing at home with a parent.

Puppets, Props, and Discussion Questions

A variety of puppets and finger puppets (patterns attached) can be used to teach about germs and proper handwashing. Use magazine pictures to discuss when to wash hands and how germs spread. Assemble a bag of items to help with story time and puppet shows. Items to include: soap, toothbrush, tissues, towels, glass/straw, candy, food and other items that shouldn't be shared.

Questions to start discussion:
Where are some places germs might live?
When do you wash your hands?
When are your hands dirty?
What health habits can you do by yourself? Which ones do you need help with?
What things do we need to help us keep clean and neat?

Books

Germs Make Me Sick! by Melvin Berger: illustrated by Marilyn Hafner. Harper Trophy, 1985.

A Let's-Read-and-Find-Out Book for four to eight year olds. Bacteria, viruses, germs, and the causes for getting sick are explained in simple terms.

Why I Cough, Sneeze, Shiver, Hiccup, & Yawn by Melvin Berger: illustrated by Holly Keller. Crowell, 1983.

A Let's-Read-And-Find-Out Book for five to eight year olds. Uses simple pictures to present factual information.

Germbusters by Marjorie T. Cooke. Brevis, 1986.

A handwashing activity book for primary grades. Includes songs, patterns, puppet show script, worksheets. This book and other handwashing resources available from Brevis Corporation, 3310 South 2700 East, Salt Lake City, Utah 84109.

Those Mean Nasty Dirty Downright Disgusting but...Invisible Germs by Judith Rice, illustrated by Reed Merrill. Toys 'n Things Press, 1989. 1-800-423-8309.

Children's story about the importance of handwashing for preschool and kindergarten children. Uses photos and illustrations.

Audio-Visual Programs

The ABCs of Clean. The Soap and Detergent Association, 475 Park Avenue South, New York, NY 10016. (212) 725-1262. 1990.

Cleanliness program for pre-school children, teachers and parents. Includes materials for Children (storybook, posters, games, audio cassette), as well as a videotape for teachers and parents.

Healthy Child Care: Is It Really Magic? Health professionals in child care. 1988. Available from Toys 'n Things Press, 1-800-423-8309 or Banana's (415) 658-6177.

This training video (38 minutes) for both family day care providers and center staff covers the essential ingredients in a healthy setting doing health checks, cleaning and sanitizing, diapering procedures, proper handwashing and health policies. Includes trainer information and handouts.

Building Quality Child Care: Health and Safety. South Carolina Educational Television. Available from NAEYC, 1-800-424-2460.

This video focuses on standard health and safety practices in a group child care setting and the integration of these practices into the daily curriculum. The program is geared to CDA competencies and NAEYC's accreditation criteria.

Prepared by Sharon Mays, ISU Extension Human Development Specialist, Central Iowa Area.
Health Consultant: Cheryl Christie, R.N., Disease Prevention, Iowa Department of Public Health.
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FINGER PUPPETS

Color these finger puppets. Cut them out. Stick fingers through holes to make puppets "walk."

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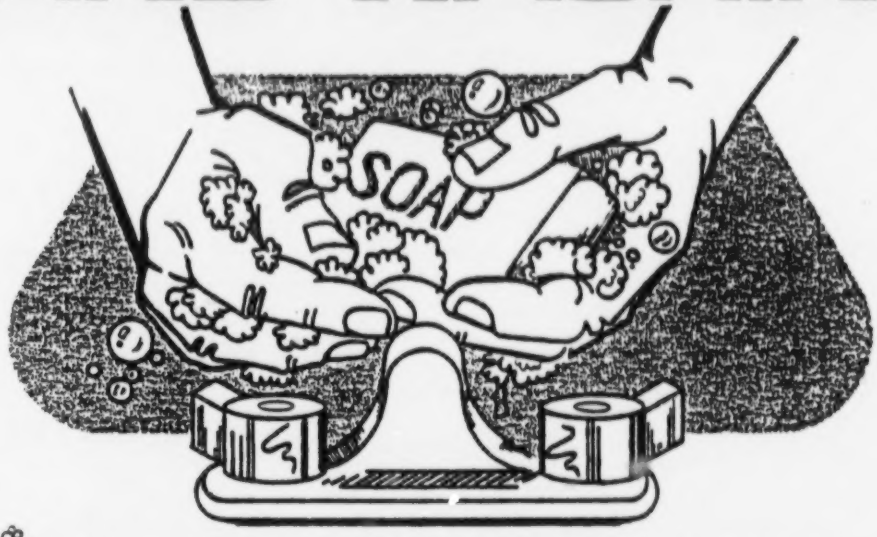
Distributed by Sharon Mays, ISU Extension Human Development Specialist, Central Iowa Area, 1988

IOWA STATE UNIVERSITY EXTENSION

THE STOP DISEASE METHOD OF HAND WASHING



- Use SOAP and RUNNING WATER
- RUB your hands vigorously
- WASH ALL SURFACES, including:
  - backs of hands
  - wrists
  - between fingers
  - under fingernails
- RINSE well
- DRY hands with a paper towel
- Turn off the water using a PAPER TOWEL instead of bare hands

STOP DISEASE

SOURCE: Centers for Disease Control
Distributed by Sharon Mays
ISU Extension Human Development Specialist
Central Iowa Area, 1989

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CLOTH VS. DISPOSABLE DIAPERS IN DAY CARE

It's wise to require disposable diapers in day care. Your choice for disposables will help minimize the spread of disease and will be beneficial to both children and parents.

Even though it's wise, this choice may be questioned by parents who have switched to cloth diapers because of concern for the enviroment. You may need to help these parents understand why disposables are needed in day care.

A HEALTHY ENVIRONMENT
FOR CHILDREN
Health is a top priority in day care. Using disposables helps maintain sanitary conditions and preserves good health.

Susan S. Aronson*, national authority on disease control in child care settings says, "My advice is to continue to use disposable diapers in child care for the present." She notes an exception might be made for the rare child whose skin reacts to all brands of disposables.

Disposable diapers offer many advantages. The disposable diaper's close fit to the contours of the infant's body ensures it holds urine and fecal material. This is especially important in the case of diarrhea. Leakage is more likely from loose fitting cloth diapers, even when plastic pants are used over them.

Leakage from diapers can contaminate carpets and floors, furniture and upholstery, toys and other surfaces in the home. This is a significant concern because sanitary clean-ups require thorough cleaning with disinfectants. Many disinfectants contain bleaches or solvents that may harm home furnishings fabrics.

The diaper changing routine approved by the Center for Disease Control** opposes rinsing soiled diapers in the day care setting. Will your customers be happy about taking home a bag of stinky, unrinsed cloth diapers? It's doubtful.

Even though parents want to bring you freshly laundered cloth diapers for their child, it's still not a good practice for day care. Family laundering routines differ greatly. You won't know if sanitary laundering procedures were used so the diapers are really clean. Less than sanitary diapers from one family could put other children in child care at risk.

Cloth diapers from diaper services are not recommended either. Although the diaper service industry has standards, there is no monitoring program to ensure these standards are met.

A HEALTHY ENVIRONMENT
FOR EVERYONE
Both cloth and disposable diapers have environmental consequences. Communities differ in their management of solid wastes, but many new programs are underway to minimize wastes and encourage recycling.

Early research on recycling of diapers looks promising. Absorbent paper linings can be used as fiber and the sheet plastic covering recycled into other plastic products. Another possibility is that disposables can be ground and composted.

For communities that burn garbage for energy recovery, disposable diapers are converted to energy. Although disposables are very visible

in landfills, they make up less than 2% of the solid waste stream. The diaper industry trend toward less bulk in diaper construction is helpful.

With cloth diapers, the environmental costs come from 1) the use of energy and cleaning products for sanitation and laundering, and 2) the purification of waste water. Also, what happens to the plastic bag used to carry the soiled diapers home from day care? It ends up in the waste stream, too.

WHAT IF PARENTS REQUEST CLOTH DIAPERS?

Some parents may have strong convictions about their preference for cloth diapers. They may believe that environmental benefit is gained from cloth diapers. They may say landfills are more of an issue than waste water treatment. Don't be led into a debate about issues where you lack knowledge.

Parents may insist cloth diapers are safe because some hospitals are using them. Explain that hospitals are equipped to manage infectious wastes as part of their standard laundering procedures. Small diaper services and home laundering do not involve the high temperatures and chemical procedures that are routine in hospital laundries.

Listen reflectively to the parent's views. As parents state their beliefs, you can show them that their feelings are respected and understood. Share with them the research-based information you used to set your policy.

Suggest that many families are using cloth diapers at home, but disposables at day care. This cuts the amount going to landfills in half, assuming that's the only disposal option.

USE A BUSINESS CONTRACT

If you use a business contract, include the requirement for disposable diapers. Establish who will pay for them. Be clear about your policy and views. For example, you might say "I decided to require disposables in order to provide the safest possible environment for you and your children." It's okay to give them a copy of this edition of the newsletter.

For more detailed information, they can get a free copy of The Diaper Dilemma (Pm-1401) from local ISU Extension Service offices.

Parents will have the ultimate choice of accepting your standards or not. They may decide to not bring their child/children to you.

Regardless of their choice, your policy to require disposables will benefit other children in your care, as well as other day care workers you employ, your own family, and yourself. You can be satisfied that your choice is consistent with recommendations from health authorities.

**Aronson, Susan S., Ask Dr. Sue. Child Care Information Exchange. November/December 1990, p. 24.*

***Center for Disease Control Diapering Recommendations are available at all ISU Area Extension Offices and most licensed child care centers.*

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